

## **Teaching Methods Used by Teachers in Implementing Business Studies Curriculum at Junior Secondary Schools in Rivers East Senatorial District**

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### **Abstract**

*The study assessed the teaching methods used by teachers in implementing Business Studies curriculum at junior secondary schools in Rivers East Senatorial District. The study was carried out in the eight local governments of Rivers East senatorial District. The population of the study consists of 539 Business Studies teachers in Junior Secondary Schools in Rivers East Senatorial District and a census was adopted for the study as no sample was carried out, hence all the entire population was used. Two research questions were posed and two hypotheses were tested at 0.05 level of significance. The instrument used for data collection was a self-structured questionnaire tagged "Teaching Methods Used in Implementing Business Studies Instructional Delivery in Junior Secondary schools (TMIBSIDJSS)". The instrument was validated by five experts in Business Education and Measurement and Evaluation. Pearson Product Moment Correlation Co-efficient ( $r$ ) was used to test the instrument reliability which yielded reliability co-efficient of 0.87. Data collected were analyzed using mean and standard deviation for the research questions. The null hypotheses were tested using  $z$ -test statistical tool at 0.05 alpha level. Findings of this study showed that teaching methods used by male and female teachers were effective and suitable for instructional delivery. It also proved that male and female teachers possessed good qualities that enhance the implementation of Business Studies in Rivers East Senatorial District. Based on the findings, conclusion were made and recommendations made amongst others includes that teachers should be encouraged to use various teaching methods that would enhance the performance level, knowledge and skills acquisition by students and that more teachers should be employed and more trainings and re-training for the already employed teachers, while improving their condition of service and teaching environment.*

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**Keywords:** *Teaching, Methods, Implementing, Curriculum, Business Studies*

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### **Introduction**

There is limitless quest for education by most young citizens in the society. This stems from the desire to be literate as most people now know that knowledge is power, knowledge is wealth and all the known good things of the world. Unfortunately, this limitless desire is not always achieved as there are no enough resources to meet up the associated cost of providing qualitative and quantitative educational needs by the government and at the same time meet up other public needs like defense, utilities, health, and housing amongst others. Udensen (2016) posited that curriculum is planned and guided learning experiences and learning outcomes formulated through the systematic reconstruction of knowledge and experiences under the auspices of the school, for the learners willful growth in personal-social competence. For the

Business Studies students to achieve the desired knowledge and skills, Business Studies teachers must be committed in impacting knowledge and skill on their students taking cognizance of performance objectives. Similarly, the National curriculum on Teacher Education (2007) states that the role of the teacher in the teaching and learning process include but not limited to meeting the emotional, socio-political, cultural and religious needs of the individuals for the development of an integrated personality, the development of moral character and intellectual curiosity.

According to Utuk (2017), good teachers make the world; they inspired the best professionals we have today and build the foundations for the next generation. Certainly, knowing and understanding the qualities of a good teacher can help give direction on standard of excellence to strive and in order to better achieve the success and rewards. Some of the qualities of a good teacher are: love for the students and subject; mastery of the subject; (just as it is impossible to give what you do not have, similarly, it is impossible for teachers to effectively impart a subject that they know little or nothing about); effective classroom management skill; excellent communication skills; good application of educational psychology; creative use of technology; positive and up-building teacher-student relationship; good organizational skills; set a good example; create room for further improvement. The quality of the teachers in the improvement of Business Studies programme is important. According to Okebukola (2017), engagement of quality teachers and provision of good welfare scheme for teachers, more than half of the problems facing the education system would have been solved. "In Countries like Finland and Korea, only the very best are admitted for teacher training and when they graduate, they are paid well and are the envy of other professionals. Unfortunately, one of the major problems facing education in Nigeria is the issue of underfunding. We have in the last decades, witnessed a gradual degradation in infrastructure, in manpower development and access to qualitative education.

Educational infrastructure is defined as all resources necessary to develop and deliver educational programming, and support effective teaching and learning in turn facilitating successful students and instructors. Building classrooms, laboratories and equipment, education infrastructure are crucial elements of good learning environments in schools and universities. But money is needed to provide them. Business Studies which is a sub-set of Business Education is a vocational, psycho-productive course that requires educational facilities such as computer laboratories, typewriting laboratories, shorthand laboratories, audio-visual centres and modern office for proper teaching and learning experience. According to Obafemi (2015), Business Studies comprised either preparation for management and general business, or a detailed focus on a specific area. All programme of Business Studies will typically include basic selections such as accounting, marketing, finance, and operation management. These subjects are programmed to give a broad knowledge of the functional areas of a company and their interconnection and also developing the student's practical managerial skills, communication skill and business decision-making capability.

The National Policy on Education (2013) recognized the importance of Business Studies as a means of providing the much needed manpower to handle the complexities of modern commerce and industry. This is clearly portrayed in the curriculum design of the junior secondary school syllabus in Nigeria. It is therefore significant to note that the development of a sound Business Studies curriculum from primary to tertiary level of education system goes a long way in preparing people for enterprise as employers, entrepreneurs as well as employees and teachers of others. This study was therefore designed to assess teaching methods used in implementing Business Studies in junior secondary schools in Rivers East Senatorial District.

## **Methods Used by Teachers in Implementing Business Studies Curriculum at Junior Secondary Schools**

Teaching method comprised the principles or strategies used by teachers to enable students learn effectively. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner (Westwood, 2008). The approaches for teaching can be broadly classified into teacher centered and student centered. In the teacher-centered approach to learning, Students are viewed as “empty vessels” that passively receive information from the teachers through lectures and direct instruction. Student learning capacity is measured through objectively scored tests and assessments. In the student-centered approach to learning, while teachers are the authority, teachers and students play an equally active role in the learning process. The teacher’s primary role is to coach and facilitate student learning and overall comprehension of materials. Learning is measured through both formal and informal forms of assessment, including group projects, student portfolios and class participation (Wikipedia, 2017).

There are various methods of teaching as postulated by various schools of thought. These teaching methods are also available to the Business Studies teacher. The essence of applying any particular method is to create understanding of concept and to align the student’s ability to a particular level of intellectual development. It is important to note that in practice, no one method is used solely; rather the methods complement each other. The following teaching methods among others can be applied by Business Studies teachers;

**Lecture Method:** A lecture is an oral presentation of information by the instructor. It is the method of relaying factual information which includes principles, concepts, ideas and all theoretical knowledge about a given topic. This method requires adequate and thorough preparation. It is necessary for the teacher to have good command of English using appropriate examples and illustrative materials like pictures, concrete objects to buttress his or her points. In this method, the teacher reads out his or her prepared lesson to the whole students at the same time while they listen and are expected to take notes at the same time. This has the advantage of reaching many students at the same time within a short period of time. It is cheap and easy to handle as not much of instructional materials is required for the exercise. There is uniformity and equal opportunity is given to all students in terms of time and material contents. The main disadvantages of the method are that it is teacher-centered and the different learning capacity of the individual students is not considered; and it is auditory and therefore students with ear defects are often left out.

**Qualities of a Good Lecture:-** The qualities of a good teacher could be seen as thus:

- a. A good lecture ought not to be too long as to exceed the trainees’ attention span (up to 25 minutes).
- b. A good lecture ought to address a single theme.
- c. In a good lecture, technical terms are carefully explained.
- d. Familiar examples and analogies are given.
- e. A good lecture employs a variety of approaches.
- f. A good lecture builds on existing knowledge.

**Discussion Method:** This method involves the lecturer consciously chosen a topic for discussion by the class. The discussion group can be in three forms that is the whole class, small groups and panel. Whatever grouping method used, the democratic principles of discussion method should be emphasized. Thus:

- i. Each student should only talk, when asked to
- ii. Students learn to listen to and respect the views of others
- iii. There should be no verbal attack(s) among members during or after a discussion session.

It involves two-way communication between participants. The small grouping system is most popular of the three. The teacher must ensure that there is a proper mix of all classes of people in each group. A leader normally appointed for each group to ensure orderliness. This method encourages students to listen to others, think and analyze points made. This method cannot be used in subjects like Mathematics and the Sciences which formulas and answers are pre-determined. Discussion may also be used, following a lecture or demonstration, to help trainees apply what they have learned (Meredith & Maxwell, 2010).

**Demonstration Lesson Method:-** A demonstration involves showing, doing or telling the students the point of emphasis. It is mostly used as a technique within a method of teaching and sometimes as a method of teaching itself. Here the role of the teacher is to illustrate how to do something or illustrate a principle first by explaining the nature of the act verbally, followed by demonstrating the act in a systemic manner and later the students repeats the act (Ahmad, Muhamad, Naji & Avi, 2017).

Demonstration means any planned performance of an occupation skill, scientific principle or experiment. The most effective way to teach an occupational skill is to demonstrate it. One of the two most essential teaching skills is the ability to demonstrate; the other is the ability to explain. Both are vital to the success of either an operation lesson or an information lesson. After the preparation of a discussion process, the teacher presents and makes sure of the following:

- i. All students can see and hear the lesson.
- ii. He is enthusiastic, professional, effective and not dramatic.
- iii. He relaxes, use any mishaps or humour to his advantage.
- iv. Observe all safety rules and procedures.
- v. Keep eye-contact with the class, ask and encourage class questions.
- vi. Explain why and how: use the techniques of show and tell.

**Brainstorming:-** The purpose of brainstorming session is to discover new ideas and responses very quickly. It is particularly a good way of getting bright ideas. It differs from the buzz group discussion in that the focus is on generating as many ideas as possible without judging them. In this technique, all ideas are given equal credence. Participants are encouraged to let ideas flow freely, building on and improving from previous ideas. No idea, however crazy, should be rejected. These ideas are listed exactly as they are expressed on a board or flip chart, or written on bits of paper. The combination of swiftly generated ideas usually leads to a very animated and energizing session. Even the more reserved participants should feel bold enough to contribute. The purpose of listing responses is to collect existing experiences and thoughts. It is useful to collect answers to questions when you expect much repetition in the responses. After a brainstorming session, the ideas can be discussed further and evaluated, for example listing the best options in a systematic way. Ideas can be grouped and analyzed so that they belong to the group rather than individuals. Unlike a buzz session, a brainstorm session can work well with a large group and usually takes less time. It is best to limit the time for plenary brainstorms, as you might lose the attention of some participants (Bilal, 2012).

**Case study method:-** Case Study is defined as a method whereby a teacher presents a problem or a case to be discussed by the members of the class upon which they are required to form a

conclusion. The case study method in the class situation was first developed at the Harvard Business College in the early part of the 20<sup>th</sup> Century. The objective of the method was to expose the students to real experiences of business men from whom the cases were gathered (Crowe; Cresswell, Robertson, Huby, Avery & Aziz, 2011). The teacher who employs the case study must ensure that he or she provides the learners with the opportunity to utilize concepts and principles already acquired. The importance of teaching and learning with cases is that learners are involved in making decisions which are post mortem in nature. The teacher in case study method is the case leader and he or she is an inactive participant. He or she guides the students by asking challenging questions. He or she allows students to participate fully in finding solution to problems identified in a case. In case method, students make different decisions in their attempts to come up with solutions. But it is important to realize that no one answer or set of answers is the absolute to a particular problem and teachers ought to make students aware of this. This most vital aspect of this method is the examination of the students' ability to apply the principles of theories already learned.

**Project method:** According to Kilpatrick in Pecore (2012), a project is a whole-hearted purpose activity proceeding in a social environment. This is one of the modern methods of teaching in which, the students point of view is given importance in designing the curricula and content of studies. This method is based on the philosophy of pragmatism and the principle of 'learning by doing' In the teaching – learning process, project is one of the methods employed in solving educational problems. Problems are those as they usually have bearing on the lesson being taught and those that can be of definite value to learners as they reflect some aspect of the major activities in our society. In this regard, it is the responsibility of the teacher, who serves as the supervisor, to guide the activities of the students and give advice when and where necessary. A Project can be undertaken by an individual or by a group. This is done through discussion, counseling, conference or instruction, orally or in writing. Basically, it is aimed at enabling the students take a real interest in what they are studying and to bring classroom activities into close contact with life. It helps the students to be trained in self-reliance, leadership, observation, joint accountability, co-operative planning, ingenuity, perseverance and team work. It produces result that is far more extensive than what an individual student can ordinarily achieve. Project method of teaching can be divided into six steps:

- i. Creating situation
- ii. Selection of the problem
- iii. Planning
- iv. Execution.
- v. Evaluation and
- vi. Reporting and recording. These steps are what makes up an effective project method of teaching

### **Qualities Teachers Utilized in Implementing Business Studies Curriculum at Junior Secondary Schools**

A teacher is a person who helps others to acquire knowledge, competences or values. Informally the role of a teacher may be taken on by anyone (Wikipedia, 2015). "Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble. The most common role a teacher plays in the classroom is to teach knowledge to children."

**Qualities of a good teacher:-** The following are regarded as qualities a good teacher possesses:- friendliness and congeniality, a good personality, deep knowledge and a great education, a good communicator, a good listener, a good sense of humor and kindness. A great teacher is one a student remembers and cherishes forever. Teachers have long-lasting impacts on the lives of their students, and the greatest teachers inspire students toward greatness. For a teacher to be successful, he or she must have:

**An engaging personality and teaching style:** A great teacher is very engaging and holds the attention of students in all discussions.

**Clear objectives for lessons:** A great teacher establishes clear objectives for each lesson and works to meet those specific objectives during each class.

**Effective discipline skills:** A great teacher has effective discipline skills and can promote positive behaviors and change in the classroom.

**Good classroom management skills:** A great teacher has good classroom management skills and can ensure good student behavior, effective study and work habits, and an overall sense of respect in the classroom.

**Good communication with parents:** A great teacher maintains open communication with parents and keeps them informed of what is going on in the classroom as far as curriculum, discipline, and other issues. They make themselves available for phone calls, meetings, and email.

**High expectations:** A great teacher has high expectations of their students and encourages everyone to always work at their best level.

**Knowledge of curriculum and standards:** A great teacher has thorough knowledge of the school's curriculum and other standards they must uphold in the classroom. They ensure their teaching meets those standards.

**Knowledge of subject matter:** This may seem obvious, but is sometimes overlooked. A great teacher has incredible knowledge of and enthusiasm for the subject matter they are teaching. They are prepared to answer questions and keep the material interesting for the students.

**Passion for children and teaching:** A great teacher is passionate about teaching and working with children. They are excited about influencing students' lives and understand the impact they have.

**Strong rapport with students:** A great teacher develops a strong rapport with students and establishes trusting relationships.

In the same vein, Tuoyo and Akinnusire (2017) emphasized that the qualities of a good teacher to include role modeling and 'loco' parents. A teacher therefore guides the future of the society. All these qualities can only be exhibited by a well taught, trained, re-trained, well-motivated and happy teacher in a good learning environment. In this regard, Isyaku in Adelakin (2009) noted that one cannot talk about reforming the content of a curriculum without retraining the teachers. Similarly, Braimoh and Ovbiagele (2013) explained that it is impossible to embark on the mission of changing a programme (Business Studies) without first of all re-aligning the teachers through training. The authors further explained that teachers ought to be supervised, monitored and disciplined where and when necessary.

### **Effective Ways of Learning**

Learning is a continuous process. To stimulate a student, the Teacher should:

1. Create an avenue to stimulate the learner to understand that learning takes place in and out the classroom.
2. Attract the students to educational facilities available to them like library, laboratory, bookshops and resource centre.

3. Regular assignments to keep the students on their toes and communicate their performance to them.
4. Use groups and individual methods to encourage independent learning process.
5. Organize discussions, debates and competitions among students.

Business studies began with the development of the private commercial school system. Prior to the private business school system, the major form of business Education was an informal apprenticeship training undertaking by the locals of each community through the servant-boy system in the Igbo land (Osuala, 2009). Before the colonial era, what is today known as Technical and Vocational Education of which Business Education is an integral part was in vogue in Nigeria. The various skills thought as part of the Nigerian Schools like weaving, farming, cattle rearing, poultry farming, dress making were carried on under the apprenticeship educational system.

There is a general lack of support for the educational system in Nigeria; therefore the Business Education programme being part of the entire system cannot be divorced from these problems. This problem is compounded by the fact that Business Education programme is among the last system of education introduced by the colonial masters before they left. Therefore, Business Educators and Planners are making efforts to catch up with other fields of study in the education system. From the researchers' findings, the problem of curriculum content and mastery has to do with the speed at which the world is moving towards information and communication technology. Most of the skills taught and relevant in 1999 are today outdated yet, teaching and learning of some of these skills that are no longer competitive are still going on in schools at all levels in Nigeria. It is therefore very important that government provide funds for procurement of the necessary teaching facilities and ensure that personnel are trained on how to handle them and keep them safe. The Curriculum planners ought to be up-to-date with the industry and societal needs and update their content and also make extra efforts to re-train their teachers by sending them on in service training with or without sponsorship, seminars and conferences.

### **Statement of the Problem**

The basic reason for the teaching and learning of Business Studies at junior secondary schools is to lay a solid foundation that prepare students to function effectively in the world of work and to meet the entry requirement for admission into senior secondary school level. The education of people in any sphere of life and most especially in Business Studies forms one of the cardinal objectives of education. To achieve this, the teacher plays a vital and strategic role in shaping, directing and redirecting the perception held by the students towards becoming eggheads in business disciplines. To achieve the stated objectives, government ought to procure needed physical equipment and materials to implement the curriculum in a conducive environment. This requires funding in an economy that is almost not producing. Rivers State Government have over the years built more schools in addition to the existing ones; upgraded some; provided more instructional materials; employed 13,000 teachers in 2013. Yet, the aims of the National Policy of Education on Business Studies are far from being achieved. World Bank (2018) report revealed that Nigeria is the headquarter of the world poverty with over 87 million people in extreme poverty and that in every one minute six Nigerians fall into extreme poverty. Similarly, Nigeria Bureau of Statistics of 2017 report puts Rivers State human employment of productive labour at the highest 41.82 per cent in first and second quarters of 2017. These put question mark on the implementation and achievement of Business Studies teaching and learning objectives at junior secondary schools in Rivers East senatorial District. Lack of qualities in the teaching staff and educational resources, have made teaching and

learning of Business Studies more challenging. Under these circumstances, it would appear that the Business Studies programme might not be meeting the needs, aspirations and expectations of the society, students and employers of labour and the required minimum academic standards of the National Policy on Education. It is based on this, that this study was motivated by the researchers to investigate the teaching methods used in implementing Business Studies curriculum at junior secondary schools in Rivers East Senatorial District.

### **Purpose of the Study**

The purpose of the study was to assess the teaching methods used in implementing Business Studies curriculum at junior secondary schools in Rivers East Senatorial District.

Specifically, the researchers sought to:

1. Determine the methods used by teachers in implementing Business Studies instructional delivery at junior secondary schools in Rivers East Senatorial District.
2. Determine the qualities teachers utilized in implementing Business Studies at junior secondary schools in Rivers East Senatorial District.

### **Research Questions**

The following research questions were posed for the study:

1. What are the methods used by teachers in implementing Business Studies curriculum at junior secondary schools in Rivers East Senatorial District?
2. What are the qualities teachers utilized in implementing curriculum Business Studies at junior secondary schools in Rivers East Senatorial District?

### **Hypotheses**

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean responses of male and female teachers on methods used in implementing Business Studies curriculum at junior secondary schools in Rivers East Senatorial District.
2. There is no significant difference in the mean responses of males and female teachers on the quality teachers utilized in implementing Business Studies curriculum at junior secondary schools in Rivers East Senatorial District.

### **Methods**

The study adopted a descriptive survey design. The study covered Rivers East Senatorial District of Rivers State. Rivers East Senatorial District is made up of eight Local Governments; that is Etche, Emohua, Ikwerre, Obio/Akpor, Ogu-Bolo, Omuma, Okrika and Port Harcourt. This District has more than half the population of the entire state and the most developed. Population of the study consisted of 539 Business Studies teachers in government owned Secondary Schools (Junior) in Rivers East Senatorial district of Rivers State. The entire population of 539 was used as sample for the study, hence, census of the entire population was adopted, so there was no sample and sampling techniques used for the study. The instrument used for data collection was a self-structured questionnaire tagged "Teaching Methods used in Implementing Business Studies Instructional Delivery at Junior Secondary Schools in Rivers East Senatorial District. The questionnaire item comprised of 14 items and respondents were requested to respond on a 4-point rating scale of Highly Used (HU), Used (U), Moderately Used (MU), and Not Used (NU) for the research questions. The instrument was subjected to face and content validation to determine its adequacy and appropriateness for the study and for its proper wording. To ascertain whether the instrument measure correctly what it intended to measure, the questionnaire alongside the statement of the problem, purpose of the study, research questions and hypotheses was subjected to close examination by five experts in

Business Studies and Measurement and Evaluation. Their suggestions and corrections were used in re-drafting the final items of the instrument. Reliability of the instrument was achieved through test re-test method of reliability. The instrument was administered to 20 teachers who were not part of the study sample. The instrument was re-administered to same group after two weeks interval. The scores obtained were correlated using Pearson Product Moment Correlation Coefficient (r) which yielded a reliability coefficient of 0.87 which was high enough for this research work. The questionnaire was personally administered to the respondents by the researchers and accredited trained assistants. The researchers and the accredited trained assistants went back one week after for retrieval of the instrument where collection of the instrument were not feasible, but where feasible, collection was made on the spot. All the questionnaire administered were not retrieved. Only 509 out of 539, representing 94.43 percent return rate were retrieved and used for the analysis. Data was analyzed using the frequencies and response mean of the various categories of respondents with mean and standard deviation. The mean and standard deviation scores were extracted and presented in appropriate tables to answer the research questions. The extent of significant difference was achieved in the mean and standard deviation responses of male and female respondents at 0.05 alpha level using z-test statistics to test the null hypotheses.

## Results

The result of the study were presented as thus:

**Research Question 1:** What are the methods used by teachers in implementing Business Studies curriculum at junior secondary schools in Rivers East Senatorial District?

**Table 1: Mean Responses on Methods Used by Teachers in Implementing Business Studies curriculum at junior Secondary Schools**

S/No	Items	Male Teachers			Female Teachers		
		X	SD	Remark	X	SD	Remark
1.	Lecture method	3.12	0.97	Used	3.05	0.99	Used
2.	Demonstration method	3.27	0.94	Used	3.19	0.92	Used
3.	Field trip method	1.88	0.98	Used	1.81	0.97	Used
4.	Discussion method	2.98	1.02	Used	3.04	0.95	Used
5.	Problem solving method	3.35	0.94	Used	3.24	0.95	Used
6.	Case study method	1.92	0.97	Used	1.82	0.96	Used
7.	Brainstorming	1.92	0.97	Used	2.05	1.03	Used
8.	Project method	1.88	0.98	Used	1.81	0.97	Used
	<b>Total Mean/S.D</b>		<b>7.77</b>			<b>7.74</b>	
	<b>=</b>	<b>20.32</b>			<b>20.01</b>		
	<b>Grand Mean/S.D</b>		<b>0.97</b>			<b>0.97</b>	
	<b>=</b>	<b>2.54</b>			<b>2.50</b>		

Source: Field Survey, 2018

The result in the above table showed that items 1, 2, 4, and 5 had mean scores more than 2.50 indicating acceptance: 3.12, 3.27, 2.98, and 3.35 for male while 3.05, 3.19, 3.04, and 3.24 for female representing lecture, demonstration, discussion and problem solving methods. The remaining items which comprised of field trip, case study, brainstorming and project methods had mean scores below 2.50 for male and female teachers respectively. Thus, the grand mean scores for male and female teachers on the use of teaching methods are 2.54 and 2.50 respectively. The low values of the standard deviations also emphasized how clearly related were the individual responses from the grand mean. This indicates that both male and female teachers agreed that teaching methods used by teachers in implementing Business Studies instructional delivery at junior Secondary schools in Rivers East Senatorial District were effective.

**Research Question 2:** What are the qualities teachers utilized in implementing Business Studies curriculum at junior secondary schools in Rivers East Senatorial District?

**Table 2: Mean Responses on Qualities Teachers Utilized in Business Studies curriculum at Junior Secondary Schools**

S/No	Items	Male Teachers		Remark	Female Teachers		Remark
		X	SD		X	SD	
9.	Friendliness and congeniality	3.27	0.94	Utilized	3.04	1.02	Utilized
10.	Good personality	2.81	1.08	Utilized	2.94	1.03	Utilized
11.	Deep knowledge of subject and curriculum	3.35	0.47	Utilized	2.64	1.20	Utilized
12.	Good communicator	3.04	1.02	Utilized	3.01	0.20	Utilized
13.	Good listener	2.98	1.02	Utilized	3.13	0.96	Utilized
14.	Good sense of humour	3.29	0.94	Utilized	3.19	0.92	Utilized
	<b>Total Mean/S.D =</b>	<b>18.74</b>	<b>5.46</b>		<b>17.95</b>	<b>6.17</b>	
	<b>Grand Mean/S.D =</b>	<b>3.12</b>	<b>0.91</b>	<b>Utilized</b>	<b>2.99</b>	<b>1.03</b>	<b>Utilized</b>

**Source:** Field Survey, 2018

From Table 2, the mean ratings for both male and female teachers were 3.27, 2.81, 3.35, 3.04, 2.98 and 3.29 and 3.04, 2.94, 2.64, 3.01, 3.13 and 3.19: friendliness and congeniality, good personality, deep knowledge of subject and curriculum, good communicator, good listener and good sense of humour respectively with grand standard deviation of 0.91 and 1.03. These were confirmed with grand mean of 3.12 and 2.99, therefore accepted. The low values of the standard deviations stressed the individual responses as indicated by low grand mean which indicates that both male and female teachers' qualities enhanced Business studies Instructional Delivery at junior Secondary schools in Rivers East Senatorial District.

### Hypotheses

The hypotheses testing was done according to each hypothesis in the study.

**Hypothesis 1:** There is no significant difference in the mean responses of male and female teachers on methods used in implementing Business Studies curriculum in junior secondary schools in Rivers East Senatorial District

**Table 3: z-test Analysis of Respondents on Methods Used in Implementing Business Studies curriculum at Junior Secondary Schools**

Respondents	N	X	SD	SE	P	Z <sub>cal</sub>	Z <sub>crit</sub>	Decision
Male Teachers	130	2.54	0.97	0.09	0.05	0.44	1.96	Accepted
Female Teachers	379	2.50	0.97					

Source: Field Survey, 2018

From table 3, it is seen that z-cal of 0.44 is less than the z-crit of 1.96 and therefore the null hypothesis of no significant difference in mean rating of male and female teachers on the teaching methods used in implementing Business Studies curriculum in junior secondary schools in Rivers East Senatorial District was accepted.

**Hypothesis 2:** There is no significant difference in the mean responses of male and female teachers on the qualities teachers' utilized in implementing Business Studies curriculum at junior secondary schools in Rivers East Senatorial District

**Table 4: z-test Analysis of Respondents on the Qualities Teachers Utilized in Implementing Business Studies curriculum at Junior Secondary Schools**

Respondents	N	X	SD	SE	P	Z <sub>cal</sub>	Z <sub>crit</sub>	Decision
Male Teachers	130	3.12	0.91	0.09	0.05	1.44	1.96	Accepted
Female Teachers	379	2.99	1.03					

Source: Field Survey, 2018

From table 4, the z-cal of 1.44 is less than the z-crit of 1.96, leading to acceptance of the null hypothesis of no significant difference in the mean rating of male and female teachers on the quality of teachers utilized in implementing Business Studies at Junior Secondary Schools in Rivers East Senatorial. This implies that there is no significant difference in the mean responses of male and female teachers on the quality of teachers utilized in implementing Business Studies curriculum at junior secondary schools in Rivers East Senatorial District.

## Discussion

The discussion of findings was done according to each question posed and corresponding hypothesis tested in the study.

## Methods Used By Teachers in Implementing Business Studies Curriculum in Junior Secondary Schools.

From the results obtained in Table1, the researchers discovered that most of the teaching methods used at junior secondary schools in Rivers East Senatorial District are adequate and effective. The level of application of a particular method varies from teacher to teacher. This finding is in agreement with the view of Westwood (2008) who noted that teaching method comprised the principles and methods used by teachers to enable students learn. In agreement with the view of Westwood, Meredith and Maxwell (2010) opined that teaching methods

encourages students to listen to others, think and analyze points made by the teacher (Business Studies). Agreeing with the views of Westwood, Meredith and Maxwell (2010), Ahmad, Muhamad, Naji and Avi (2017) depicts that students are able to illustrate basic concepts and principles when such concepts and principles are first explained verbally or demonstrated in a systemic manner for proper assimilation and comprehension. The researchers were of the view that various teaching methods harnessed together during teaching and learning process is geared towards effective implementation of Business Studies. Thus, the teachers' primary role is to coach and facilitate student learning using appropriate teaching methods.

Result of hypothesis one showed that no significant difference in the mean rating of male and female teachers on the teaching methods used in implementing Business Studies at junior secondary schools in Rivers East Senatorial District. However, the teachers responded that the use of lecture method, demonstration method, discussion method, and problem solving method is suitable for teaching junior secondary school students while the use of fieldtrip method, case study method, brainstorming, and project method is moderately utilized. This indicates that teachers ought to use various teaching methods to improve student academic performance and effective delivery of course contents.

### **Qualities Teachers Utilized in Implementing Business Studies Curriculum in Junior Secondary Schools**

Based on the results obtained from Table 2, it showed that most of the teachers possess the required qualities needed to enable them impact positively in implementing Business Studies in junior secondary schools at Rivers East Senatorial District. This finding is in agreement with the view of Utuk (2017) who opined that good teachers make the world and understanding the qualities of a good teacher can help give direction. Agreeing with the view of Utuk, Tuoyo and Akinnusire (2017) depicts that the qualities of a good teacher includes role modeling and 'loco' parents, that is a teacher is a person who guides the future of the society. In agreement with the view of Utuk, Tuoyo and Akinnusire, Okebukola (2017) depicts that engagement of quality teachers and provision of good welfare scheme for them; solve more than half of the problems facing the education system. Based on the views of Utuk, Tuoyo and Akinnusire and Okebukola, the researchers were of the view that teachers are role models hence they play a sensitive role in the students' academic performance and career. Business Studies programme requires quality teachers to improve students' knowledge.

Result on hypothesis two indicates that there is no significant difference in the mean responses of male and female teachers on the quality of teachers utilized in implementing Business Studies at junior secondary schools in Rivers East Senatorial District. The responses of the teachers are in agreement with the mean responses which indicates that the qualities of a good teacher were important in implementing Business Studies programme for successful delivery of instructions and academic performance.

### **Conclusion**

Based on the results and findings of the study, the researchers made the following conclusion: that majority of the teachers are effectively applying the required teaching methods in teaching students in the junior secondary schools in Rivers East Senatorial District based on the available infrastructure and teaching materials and that the quality of teachers was also found to be appropriate for the level of students taught. Most of the teachers are found to have good personality, deep knowledge of subjects and curriculum taught and good communicators. It is

also important to point out that the teachers need to be re-trained from time to time to meet the technological changes of the world.

### Recommendations

Based on the findings of this study and conclusion made, the following recommendations were put forward by the researchers

1. Teachers should be encouraged to use more effective teaching methods that would enhance the performance level, knowledge and skills acquisition by students.
2. Teachers should be encouraged to utilize or adopt appropriate and good quality that can enhance students' moral in learning Business Studies.

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